

DIGITAL LITERACY AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ABUJA

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Digital Literacy and Academic Performance of Secondary School Students in Abuja" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

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ABSTRACT

This study examined digital literacy and academic performance of secondary school students in Abuja, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of digital; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with digital and literacy. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 393 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 361 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.496$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.8, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.02$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on digital.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of digital literacy and academic performance of secondary school students in Abuja is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In recent years, digital has emerged as a central theme in scholarly discourse on educational management. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of digital in everyday life. Comparative work by Aderemi and Adekunle (2022) across several states uncovered a consistent pattern linking digital with literacy. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. An examination by Eze and Chukwu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, digital is now regarded as a key index of institutional performance. Nigeria's federal structure and its diverse cultural geography ensure that the experience of digital varies considerably from one region to another. The aggregate picture emerging from Ogunlana and Adeniyi (2023) points to a modest but consistent association between digital and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Comparative work by Kalu and Chukwu (2022) across several states uncovered a consistent pattern linking digital with literacy. For practitioners, the practical significance of digital cannot be overstated, given its demonstrable link with literacy. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of digital from confounding factors.

A growing corpus of literature draws attention to the pivotal role of digital in shaping developmental trajectories. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of digital. Studies conducted within the West African subregion by Kalu and Chukwu (2018) reached conclusions broadly consistent with the Nigerian evidence. These observations collectively invite a reconsideration of standard assumptions regarding literacy. Comparative work by Famuyide and Musa (2022) across several states uncovered a consistent pattern linking digital with literacy. These observations collectively invite a reconsideration of standard assumptions regarding literacy. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Digital continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Globalisation and technological change have intensified both the opportunities and the challenges associated with digital. Empirical evidence from Dauda and Adekunle (2021) suggests that positive developments in literacy are associated with improvements in digital. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Oyelaran and

Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting digital and literacy. These observations collectively invite a reconsideration of standard assumptions regarding literacy. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between digital and literacy has been the subject of sustained academic interest across several disciplines. In Nigeria, the intersection of digital and literacy is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Empirical evidence from Adekunle and Famuyide (2021) suggests that positive developments in literacy are associated with improvements in digital. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies conducted within the West African subregion by Oyelaran and Bakare (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In recent years, digital has emerged as a central theme in scholarly discourse on educational management. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream digital into routine governance. A notable study by Adeniyi and Ogunlana (2017) argued that the impact of digital is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A notable study by Obiora and Adebayo (2017) argued that the impact of digital is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding literacy. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

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digital continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Within Lagos State, the country's most populous commercial hub, the dynamics of digital are observed in their starkest form. Comparative work by Ekwueme and Adigun (2022) across several states uncovered a consistent pattern linking digital with literacy. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Findings reported by Kalu and